



Respect
For All

Ambitious
In Aspirations

Bold
In Actions

"...with God all things are possible" Matthew (19:26)

St George's CE Primary School Behaviour Policy

Completed by:	D.Grindrod, Headteacher
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To be reviewed:	Spring 2025

At St. George's CE Primary School, we aim to promote excellent learning and achievement and to prepare our pupils for life. Good behaviour is necessary for effective teaching to take place and we seek to create an environment which encourages and reinforces good behaviour. Being taught how to behave well and appropriately within the context they are in is vital for all pupils to succeed personally. Furthermore, society expects good behaviour as an important outcome of the educational process. Everyone should treat one another with dignity, kindness and respect.

The publication of Keeping Children Safe in Education 2023 and updates makes it clear that all school staff have a responsibility to ensure a safe and secure environment where all can learn. St. George's CE Primary School creates an environment where positive behaviours are embedded by proactively supporting pupils to behave appropriately. Pupils are taught explicitly what good behaviour looks like. Some pupils will need additional support to reach the expected standard of behaviour. Where possible, this support will be identified and put in place as soon as possible to avoid misbehaviour occurring in the first place.

When pupils do misbehave, the staff at St. George's respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring. Pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour.

In some cases, particularly when a pupil is persistently disruptive and support or sanctions are not deterring misbehaviour, further action may be needed. This policy provides the approach the school may wish to take to prevent the recurrence of misbehaviour. In serious instances, a pupil may need to be suspended or excluded and the school will follow the specific guidance from the DFE on [suspension and permanent exclusion](#) to ensure that they use these interventions appropriately. Where circumstances arise that endanger the safety of a pupil or staff member, the school will act swiftly and decisively to remove the threat and reduce the likelihood of its reoccurrence.

STATEMENT OF ENTITLEMENT

All pupils have a right to learn. Every teacher has the right to teach.

OUR AIMS AND OBJECTIVES

- To encourage a calm, purposeful and happy learning environment.

- To foster positive, caring attitudes towards everyone, where achievements at all levels are celebrated and valued.
- To provide opportunities for children to develop their independence, self-discipline and sense of responsibility towards themselves and others.
- To provide a consistent approach for promoting positive behaviour.
- To ensure that expectations of behaviour are clearly communicated to children, staff and parents.
- To establish a coherent and fair reward system that acknowledges and celebrates good behaviour.
- To establish procedures which determine a clear and consistent approach to unacceptable and disruptive behaviour.
- To raise self-esteem and teach positive behaviour through the content and delivery of the curriculum.
- To ensure the development and progress of pupils with behavioural needs are regularly reviewed with staff and parents.
- To effectively manage incidents of bullying and discrimination when they occur.
- To keep up to date records of all behaviour on CPOMS for serious/concerning/repeating behaviours.

Responsibilities of different members of the school community

Responsibilities of Pupils

- Pupils have a duty to follow the school's behaviour policy and uphold the school rules and should contribute to the school culture
- To work to the best of their abilities and to allow others to do the same.
- To treat others with respect at all times.
- To respond appropriately to the instructions of staff and other adults working in school.
- To take care of property and the environment in and around school.
- To cooperate with children and adults in all aspects of school life.
- Pupils will be asked for their feedback as to the school environment and ethos.
- Pupils new to the school will be supported with the change of setting with understanding different expectations. This may be in the form of sessions with the Pastoral Lead to support understanding.

Responsibilities of Parents

- To encourage respect and good behaviour and to make their children aware of inappropriate behaviour.
- To behave appropriately to staff, other parents and children.
- To inform school staff about anything that may affect children's learning, behaviour and well-being at school.
- To show an interest in all that their child does at school.
- To establish good communication with school staff and support the behaviour policy.
- To work with school staff to address and review any behaviour issues with their children.
- To offer help and support with learning at home, including the completion of homework.
- To provide children with the appropriate school uniform, including PE kit and shoes and ensure that their children are dressed appropriately for school.

- To supervise children's use of the internet for school/educational purposes following e-safety guidelines.
- If support is needed, the school can offer work with outside agencies which may initially require a Early Help Assessment and or support from the School's Pastoral Lead.

Responsibilities of Staff

- To comply fully with the school's policies and procedures.
- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential by offering high quality, inspiring learning experiences.
- To maintain high expectations of pupil behaviour and learning and establish clear boundaries.
- To create a safe, stimulating and pleasant environment for learning.
- To use rules and sanctions clearly and consistently.
- To be a good role model for behaviour as outlined in the school's Code of Conduct Policy.
- To establish effective partnerships with parents so that children can see the key adults in their lives share a common aim.
- To recognise each child as an individual and to consider the needs of each child.
- To praise and reward appropriate behaviour and achievements.
- To record and report positive and negative behaviour as outlined in the behaviour policy.

Responsibilities of School leaders

- School Leaders will be highly visible around school at all times and engage with the school community so that everyone can feel safe and supported.
- All new to school staff, will have an induction meeting with a member of the Senior Leadership Team so that expectations can be set.
- The Senior Leadership team will organize appropriate, timely and supportive training for staff, including induction for new staff, this may include support from the Inclusion Support Service, Team Teach and training on certain Special Educational Needs.
- Ongoing engagement will also continue with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, which can help to inform effective implementation of the Behaviour Policy – [Mental health and behaviour in schools guidance](#).
- Support will also be in place for Early Career Teachers in line with the following publications.
- [Initial Teacher Training \(ITT\) Core Content Framework](#)
- [Early Career Framework \(ECF\)](#)
- Senior Leaders will also consider the following publication: [National Professional Qualifications](#).

Responsibilities of the Headteacher who is also the Senior Safeguarding Lead

- To ensure a safe and secure environment where all can learn
- To encourage good behaviour and respect for others;
- To secure an acceptable standard of behaviour of pupils;
- To promote, among pupils, self-discipline and proper regard for authority;
- To prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying);

- To ensure that pupils complete any tasks reasonably assigned to them in connection with their education; and
- To otherwise regulate the conduct of pupils.

[mailto:https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf?subject=Behaviour Advice for Schools. September 2022](mailto:https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf?subject=BehaviourAdviceforSchools)

Responsibilities of Governors

- To ensure the school has a behaviour policy and procedures in place that are in accordance with local authority guidance, locally agreed inter-agency procedures, and government guidance.
- To ensure the behaviour policy is made available to parents on request.
- To ensure the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
- To ensure a senior member of the school's leadership team is designated to take lead responsibility for behaviour management and the recording and reporting of positive and negative behaviour.
- To ensure that staff undertake appropriate behaviour management training.
- To nominate a governor to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher.
- To review their policies and procedures regularly.

[Behaviour and discipline in schools: Guidance for governing bodies.](#)

Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

Our School's culture consistently promotes high standards of behaviour and provides the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. Schools with good behaviour cultures will create calm environments which will benefit pupils with SEND, enabling them to learn.

At St. George's CE Primary School, we implement a graduated approach to assess, plan, deliver and then review the impact of the support being provided. The law also requires schools to balance a number of duties which will have bearing on their behaviour policy and practice, particularly where a pupil has SEND that, at times, affects their behaviour.

In particular:

- schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;
- under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND;
- and if a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting any of these duties, St. George's CE Primary School will, as far as possible, make reasonable adjustments required to meet the need of a pupil, anticipate

likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.
- Any preventative measure should consider the specific circumstances and requirements of the pupil concerned.

THE BEHAVIOUR PROCEDURE

We celebrate good learning, good behaviour, good attitudes and individual effort. We encourage children to always try their best and we aim to encourage each child's self-discipline through positive praise and rewards. However, we recognise that it is necessary to address inappropriate behaviour and this we do through a variety of measures-see below. We use positive behaviour management which uses clear, concise rules, rewards and consequences.

School Rules

The school has developed three basic rules:

Be Kind
Be Safe
Follow instructions

These rules will be reinforced in class on a daily basis and are displayed for all within the classrooms and around school.

Responding to Good behaviour

- Praise and 'Thank you' when children make good behaviour choices.
- Positive and constructive verbal feedback will be given during lessons concerning work.
- Immediate verbal rewards will be given for good behaviour and work.
- At St. George's we recognise that every child and every class of children will respond from different and varying systems of rewards. One reward which aids behaviour may work at the beginning of the year but this may have to be changed (as and when the teacher feels necessary). Therefore, each class teacher will organize a highly visual system for their class. The system needs to include a record system which will then aim towards a class reward at the end of the week/half term. Any adult within the class can reward the class when they are on task and making the correct behaviour choices. Once the class has had their reward they may collectively choose the next reward which they are working towards. Rewards may include extra playtimes, activity times, P.E. art, baking, challenge afternoons etc.
- Class Dojo points which are communicated to pupil and parent. All school staff are able to add Dojo points to a child or class profile.
- Showing of work to other teachers and celebration of pupil's work on class/school displays.

- Celebration of excellent learning in weekly collective worship. One child per class are chosen by the class teacher and awarded a certificate in assembly for excellent learning or behaviour.
- Celebration assemblies on Fridays will also recognize other achievements outside of school such as sporting activities

Responding to misbehavior/consequences

When a member of school staff becomes aware of misbehaviour, they will respond predictably, promptly, and assertively in accordance with the school behaviour policy. The first priority will always be to ensure the safety of pupils and staff and to restore a calm environment. Staff across the school will respond in a consistent, fair, and proportionate manner so that pupils will know with certainty that misbehaviour will always be addressed.

De-escalation techniques may be used (Team Teach) to help prevent further behaviour issues arising and recurring and we will use pre-agreed scripts and phrases to help restore calm. All school staff receive Team Teach training. If a pupil becomes dis-regulated, a MyPlan will be implement and shared with all staff and parents. All actions to the behaviours displayed will be reasonable, necessary and proportionate.

The aims of any response to misbehaviour will maintain the culture of the school and restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

To achieve these aims, a response to behaviour may have various purposes. These include:

deterrence: sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.

protection: keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.

improvement: to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils will be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

Where appropriate, staff will consider any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND, has been subject to criminal exploitation, or is experiencing significant challenges at home.

Acceptable forms of sanction

The behaviour policy includes a range of possible sanctions which are clearly communicated to and understood by pupils, staff, and parents. For low level disruption sanctions may include moving to another area of the class room and lost time at playtime. A grid showing the levels of disruption and possible sanction-Appendix 1. Wherever possible sanctions are to be applied immediately rather than deferred. There is to be emphasis on natural consequences e.g spill drinks on purpose, clean it up, damaging property then they will need to repair it.

If there is persistent disruptive misbehaviour, the pupil will be automatically sent to a member of the Senior Leadership Team who will then decide on the sanction. This may include internal exclusion, working in another class for a set period of time, or fixed term exclusion (fixed term exclusion is to be sanctioned by the Head alone). In the most serious of circumstances, permanent exclusion.

The school will consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm, where this may be the case as set out in Keeping Children safe in Education 2023 and the school's Safeguarding Policy.

School staff should follow the school's Safeguarding Policy and speak to the designated safeguarding lead (or deputy). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where we believe an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances. We will have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements.

If a pupil in these circumstances has SEND that has affected their behaviour, we need to consider what the law requires.

What the law allows

Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil.

Staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances if a pupil's misbehaviour occurs outside of school, see later.

A sanction will be lawful if it satisfies the following three conditions:

- The decision to sanction a pupil is made by a paid member of school staff (but not one who the headteacher has decided should not do so) or an unpaid member of staff authorised by the headteacher;
- The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff; and
- It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.

In considering whether a sanction is reasonable in all circumstances, one must consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. The headteacher may limit the power to apply particular sanctions, or to sanction particular pupils or types of pupils, to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Corporal punishment by school staff is illegal in all circumstances.

Responding to the behaviour of pupils with Special Educational Needs and/or Disability (SEND)

The school will consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible.

The school will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.

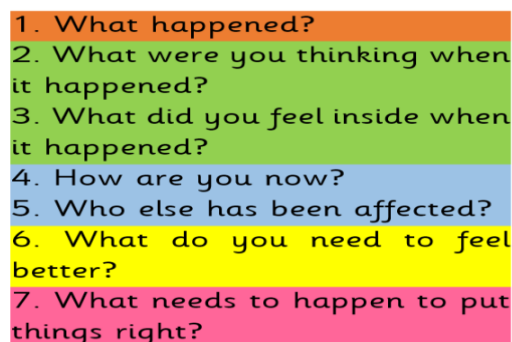
School will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, schools should refer to the [Equality Act 2010 and schools guidance](#).

The school will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also important for the school to seek to try and understand the underlying causes of behaviour and whether additional support is needed.

Supporting pupils following a sanction

Following a sanction, strategies will be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. These might include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
- a phone call with parents, and the Virtual School Head for looked after children;
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
- at St. George's CE Primary School, we have been trained in 'Restorative Approaches' in order to aid and support our pupils in make the correct choices. Staff ensure that they use the Restorative Approach and the specific vocabulary in order to resolve issues as far as possible.



1. What happened?
2. What were you thinking when it happened?
3. What did you feel inside when it happened?
4. How are you now?
5. Who else has been affected?
6. What do you need to feel better?
7. What needs to happen to put things right?

- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy; or
- considering whether the support for behaviour management being provided remains appropriate;
- staff within the school have been trained to support pupils with behaviour and discussions may be held with the outside agency (Inclusion Service) to further aid

support for pupils. This will be with the permission of parents. These interventions are often part of a wider approach that involves the wellbeing and mental health of the pupil.

The use of reasonable force- (Team Teach)

- Detailed advice is available in [Use of Reasonable Force – advice for school leaders, staff and governing bodies.](#)
- There are circumstances, when it is appropriate, for the staff in school to use reasonable force to safeguard children. All members of the Teaching and Teaching Assistant staff have been Team Teach trained. This is updated in line with guidance.
- The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’.
- Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.
- The Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.
- When considering using reasonable force staff will, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Searching, screening and confiscation-what will we confiscate etc

Detailed guidance for schools can be found in Searching, screening and confiscation at school.

mailto:https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching__Screening_and_Confiscation_guidance_July_2022.pdf

School staff can confiscate, retain or dispose of a pupil’s property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff will consider whether the confiscation is proportionate and consider any special circumstances relevant to the case. Items which may be searched for are:

- Mobile phones and other mobile devices
- Controlled drugs
- Illegal Drugs (police would be called)
- Items which could be deemed as a weapon (police would be called to assist)
- Alcohol, tobacco, fireworks.
- Inappropriate images and writing
- Stolen items

Parents will be informed before the search and if items are confiscated. Next steps will also be discussed such as referral to Social Care and the Police if necessary. The school will

deem all property taken and consequences of pupils having these items extremely seriously, especially if mobile devices have been used to take images on school property. This may lead to suspension and permanent exclusion, especially if images have been shared onto social platforms.

Removal from classrooms

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting, this may be another classroom. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed on the same day if their child has been removed from the classroom. As with all disciplinary measures, we will consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition.

Removal should be used for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- to allow the pupil to regain calm in a safe space.

Removal will be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate their emotions because of identified sensory overload as part of a planned response, such as those written in their 'My Plan.' If a pupil is removed they will be supervised by an appropriate member of staff, with appropriate resources and after a period of time, as designated at the time of removal, will be supported in reintegrating back into the class. This will include seeing either the Key Stage lead and or member of the Senior Leadership Team. This action will again need to be recorded on CPOMS so that the school can monitor due process. This may be short sessions to support learning for all or for more serious cases of misbehaviour, up to a day. As a school we wish to support pupils to understand that poor behaviour has consequences which are graduated to the seriousness of the behaviour, rather than immediately initiated fixed term suspensions.

The Headteacher will ensure that they have a full overview of all incidents and that they are logged by staff on school's electronic safeguarding system, CPOMS, so that all behaviour can be monitored. We will collect, monitor and analyse removal data internally in order to interrogate repeat patterns and the effectiveness of the use of removal. School will make data-based decisions to consider whether frequently removed pupils may benefit from additional and alternative approaches, a pastoral review or investigation by the Special Educational Needs Co-ordinator (SENCo), or whether specific teachers may require more support.

The school will also analyse the collected data to identify patterns relating to pupils sharing any of the protected characteristics and the behaviour policy is not having a disproportionate effect on pupils sharing particular protected characteristics.

When dealing with individual removal cases, the Headteacher and teachers will:

- consider whether any assessment of underlying factors of disruptive behaviour is needed;
- facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;
- ensure that pupils are never locked in the room of their removal. There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of pupils and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction and therefore is not covered by this section;
- ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with; and
- if a pupil has a social worker, including if they have a Child in Need plan from social care, a Child Protection plan or are looked-after, notify their social worker. If the pupil is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

Suspension and permanent exclusion

‘All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

We are clear that we trust headteachers to use their own professional judgement based on individual circumstances when considering whether to suspend or permanently exclude a pupil. The circumstances that may warrant a suspension or permanent exclusion to occur can be found within the section ‘Reasons and recording exclusions’ within the [‘Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance’](#).

This is direct quote from the DFE publication ‘Behaviour in Schools July 2022.’

See separate policy-Suspensions and Exclusions policy

St George’s C of E Primary will follow this guidance in its entirety.

Behaviour outside of school premises

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. School must ensure that they consult parents.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

If a report of a pupil is given to school concerning a pupil's behaviour out of school it will be considered on an individual basis and next steps may include:

- calling parents
- calling police
- calling the Multi Agency Safeguarding Hub
- informing CEOP (online police)
- Supporting parents to make next steps

Preventing recurrence of misbehaviour

Initial intervention following behavioural incidents

School will adopt a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. Some pupils will need more support than others and this should be provided as proactively as possible. It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities.

Schools have a system in place (CPOMS) to ensure relevant members of leadership and pastoral staff are aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour.

Examples of interventions schools can consider include:

- frequent and open engagement with parents, including home visits if deemed necessary;
- providing mentoring and coaching;
- short-term behaviour report cards or longer-term behaviour plans;
- engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

Initial intervention to address underlying factors leading to misbehaviour should include an assessment of whether appropriate provision is in place to support any SEND that a pupil

may have. The 'graduated response' will be used to assess, plan, deliver (do) and then review the needs of the pupil and the impact of the support being provided. If the pupil has an Education, Health and Care (EHCP) Plan, early contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed.

Where school has serious concerns about a pupil's behaviour, it will consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required (see guidance Working together to safeguard children-<https://www.gov.uk/government/publications/working-together-to-secure-childrens-future>—2

Reintegration

School has a strategy for reintegrating pupils following removal from the classroom, in another setting under off-site direction or following suspension. This may involve reintegration meetings between the school, pupils, parents and, if relevant, other agencies. School will consider what support is needed to help the pupil return to mainstream education and meet the expected standards of behaviour.

Monitoring and evaluating school behaviour

School has strong and effective systems for data capture, including all components of the behaviour culture (CPOMS). This will be monitored and objectively analysed regularly by the Headteacher, Deputy (SENCO) and Pastoral Lead. School has a clear monitoring and evaluation cycle with engagement from school leaders; doing so assists with reporting on behaviour culture clearly and accurately. Governors will be kept informed via termly headteachers reports on incidents and outcomes. If a pupil is fixed term suspended or excluded then the Chair of Governors will be informed.

At St. George's CE Primary School we collect data from the following sources:

- behaviour incident data, including on removal from the classroom;
- attendance, permanent exclusion and suspension data;
- incidents of searching, screening and confiscation; and
- anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture.

School leaders and staff analyse data with an objective lens and from multiple perspectives: at school level, group level and individual staff and pupil level. School leaders pose questions to drill down further to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support. Analysing the data by protected characteristic and using those findings to inform policy and practice help a school ensure that it is meeting its duties under the Equality Act 2010.

Guidance on specific behaviour issues

Child-on-child sexual violence and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, school will follow the general safeguarding principles set out in [Keeping children safe in education \(KCSIE\)](#) - especially Part 5. The designated safeguarding lead (or deputy) is the

most appropriate person to advise on the school's initial response. Each incident will be considered on a case-by-case basis.

School is clear in every aspect of their culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. Schools make clear to all staff, through training, the importance of challenging all inappropriate language and behaviour between pupils.

School has referred to the [Respectful School Communities toolkit](#) for advice on creating a culture in which sexual harassment of all kinds is treated as unacceptable.

School will never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. We advocate strenuously for high standards of conduct between pupils and staff; they should demonstrate and model manners, courtesy and dignified/respectful relationships.

Where relevant, pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing.

Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. Part 5 of [KCSIE](#) provides guidance and links to external support for school to access appropriate support for pupils exhibiting sexually inappropriate and/or harmful sexual behaviour.

It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate. As with all safeguarding matters, it will be important that the designated safeguarding lead is engaged and makes referrals into support services as appropriate, such as the MASSH.

Behaviour incidents online

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. Schools should be clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern. In cases where a school

suspects a pupil of criminal behaviour online, police, CEOP and the MASSH will be informed

When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and schools should follow the principles as set out in [Keeping children safe in education](#). The UK Council for Internet Safety also provides the following guidance to support school staff and designated safeguarding leads: [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#).

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. **Parents are responsible for this behaviour.** However, often incidents that occur online will affect the school culture. School will sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school. Parents will be supported by discussions over next appropriate steps.

Mobile phones

At St. George's CE Primary school, we have a strict no mobile phone policy for all pupils and staff-this includes contractors and visitors to the school. Many pupils, especially as they get older, will be walking home and to school, in this instance, parents will need to complete a form (available at the office) to state that they wish their child to have a phone. The pupils will then be allowed to bring their phone to school but it MUST be handed into the school office at the beginning of the day (turned off) and picked up at the end of the day on leaving.

Any pupil found with their phone with them during the school day, breaches not only the behaviour policy but also the safeguarding policy and the matter will be taken extremely seriously. Consequences could take the form of parental discussions, confiscation of the phone and the privilege of bringing the phone to school, denied and in severe case, exclusion.

Suspected criminal behaviour

In cases when a member of staff or headteacher suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented (using CPOMS), and school will make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, school will ensure any further action they take does not interfere with any police action taken. However, school retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.

When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care. As set out in [Keeping children safe in education \(KCSIE\)](#), it would be expected in most cases that the designated safeguarding lead (or deputy) would take the lead.

Reports of child-on-child sexual violence and abuse will be reported to the MASSH and guidance taken from [Part 5 of KCSIE](#).

Allegations against staff

All allegations against staff will be dealt with according to the school's safeguarding policy, our care and control policy, complaints policy, Low Levels of Concern Policy and current Government guidance. If a child is found to have made a malicious allegation of abuse against a member of staff, this is a serious matter on which the school should take appropriate disciplinary action

Racist remarks

Dealing with racist incidents:

- Information concerning the incident will be logged on CPOMS
- A meeting/phone call with the parents of all parties will be called as soon as possible to outline the incident and discuss next steps.
- The incident will be dealt with restoratively and support put in place for all parties.
- Support for all will be monitored and recorded on CPOMS.
- If racism is repeated, then further sanctions will be taken including exclusion if appropriate.
- All racist incidents will be recorded in accordance with the Local Authority directive.

Bullying

See the school Anti-bullying Policy

RELATED SCHOOL POLICIES

The following school policies are related to the behaviour policy:

Safeguarding Policy

Health and Safety Policy

Anti-Bullying Policy

Safe Use of the Internet Policy

Administering Medicines Policy

Special Educational Needs Policy

Code of Conduct for Adults

Care and Control Policy

Suspension and permanent Exclusion policy

Low level of concerns policy

DFE policies:

mailto:https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

mailto:https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching__Screening_and_Confiscation_guidance_July_2022.pdf

mailto:https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained

Appendix 1

Table of behaviour and possible sanctions

Rating	What does the behaviour look like	Some possible outcomes
1 This behaviour is great. We would love to see more of it.	Things like: Following rules Using manners Being respectful Doing the work Being kind Being resilient Being safe	All of the following: Feeling good Feeling proud Having others feel proud of me Phone call home/DOJO's Positive relationships Show work to member of SLT. Celebration assembly
2 This behaviour is starting to become a problem	Things like: Refusing Scribbling/destroying property Breaking school supplies Shouting out Arguing with staff	One or more of the following: Loss of own time Making it right-natural consequence Conversation with the class teacher Phone call home by class teacher Hippo Corner-calming toy bag in corner
3 The behaviour is now a problem! Warning-continue to monitor in class	Things like: Shouting at adults Throwing things Storming out Aggression-verbal and physical Disrespectful Refusal Unkindness to others Encouraging others to be mean	One or more of the following: Told to leave the room Loss of own time Phone call home Senior staff become involved-conversations Internal exclusion Conversation with pastoral lead Natural consequences
4 This behaviour is starting to get you into serious trouble-persistent behaviour	Things like: Disrespectful behaviour Threatening behaviour Fighting Dangerous behaviour Hurting peers and adults Shouting at teachers/adults Throwing items at people Targeting other children Encouraging other children to be mean	One or more of the following: Fixed term exclusion Internal exclusion Parent's meeting with a member of senior staff
5 This behaviour is totally unacceptable and is unsafe for all.	Things like: Fighting Damaging property Aggression Dangerous behaviour	One or more of the following: Fixed term exclusion Meeting with Head/Deputy and parents